

FY2011
Full Year Funded Performance Report Instructions
for
Sexual Assault and Prevention Crisis Services-Federal (SAPCS-Federal)
Programs

I. General Instructions

II. How to Report

SAPCS-Federal Full Year Tab

Section 1. Agency Information

Section 2. Rape/Sexual Violence Prevention & Education Activities

Section 3. RPE Faith-based Activities

Section 4. Narratives

Section 5. Nine Prevention Principles

Section 6. Data Verification

Goal # Tabs

Section 1. Identification of Strategy/Activity

Section 2. Approved Activities

Subsection Professional Training

Subsection Educational Sessions

Subsection Informational Materials

III. Definitions

I. GENERAL INSTRUCTIONS

The Performance Report Form is used to report only the activities conducted by SAPCS-Federal grant funded staff while paid with SAPCS-Federal funds. Do not report information based on the organization as a whole (except questions 5.1 and 5.4 on Volunteer Involvement).

Important Note: Do not enter into the Integrated Tracking System (ITS) any activities, including the number of training and educational sessions conducted by SAPCS-Federal funded staff, which is reported in this report.

Instructions for submission:

The Performance Report must be submitted electronically no later than the 30th day of each month following the end of the quarter. For FY2011, quarterly statistical reports are due on or before:

- 1st Quarter – December 30, 2010
- 2nd Quarter – March 30, 2011
- 3rd Quarter – June 30, 2011
- 4th Quarter – September 30, 2011

Performance Report must be emailed to OAG-Grants@oag.state.tx.us. The following must appear in the subject line of the email: grant type, grant number and the reporting period (example subject line: SAPCS-Federal 10000000, 1st Quarter Performance Report).

Questions regarding the contract and/or the performance report should be directed to your grant manager.

II. HOW TO REPORT

SAPCS-Federal Full Year Tab

Complete sections 1-5 on this tab. Reference pages 3-4 for instructions on how to complete this tab. Space is limited on the reports, if you have additional information such as audience types or topics attach a Microsoft Word document detailing the information with your grants number and reporting period.

Section 1. Agency Information

This section reflects information submitted on your Primary Prevention Implementation Proposal (PIIP) and has been pre-filled by the OAG. Please note that the person listed as “Person to Contact for Corrections” can be the same person listed as the Grant Contact, or can be a different person, but should reflect the person who actually works on the Performance Reports, and will receive and send the Performance Report revisions. Although this cell will be pre-filled by the OAG initially, this cell is open for you to enter the correct or updated information, including current Phone and Email information.

Notification of Changes in Organization, Changes in Authorized Official, Grant Contact or Primary Prevention Coordinator. Grantee shall submit within ten (10) business days notice to the OAG of any change of the following: Grantee’s name; contact information; key personnel, officer, director or partner; organizational structure; legal standing; or authority to do business in Texas. Grantee shall promptly notify the OAG, preferably in advance, of a change in address or main phone number of Grantee. A change in Grantee’s name requires an amendment to the contract.

Grantee must submit a written request by the governing body on Grantee’s letterhead, with original signature, to change an Authorized Official. Grantee, by an email, fax or Grantee letterhead signed by the Authorized Official, may request a change to the Grant Contact or the Primary Prevention Coordinator.

Subsection 1.1 Selections of Goals

This information has been pre-filled by the OAG based on your Primary Prevention Implementation Proposal provided. This section represents the goals your organization has chosen.

Section 2. Rape/Sexual Violence Prevention & Education Activities

Enter the percentage (estimated) of the agency’s total SAPCS-Federal budget that was spent on each of the listed activities. Percentages must total 100%.

Subsection 2.1 Strategic Planning Efforts

Describe in detail your organization’s strategic planning efforts if you indicated resources spent on strategic planning in Section 2. Reference Section III. Definitions for terms and/or definitions used in this section.

Section 3. RPE Faith-based Activities

If applicable, complete this section by detailing RPE activities involving faith-based organizations. These projects are defined as those occurring in settings of or in partnership with organizations having religion or spirituality as a major tenet of their existence. This information is reported to the CDC to increase their understanding and knowledge about faith-based projects and will not be used for monitoring and/or evaluation purposes. If more space is needed continue in a word document and attach to the email submission of the performance report. Be sure to include your Agency Name and Contract Number in the document header as file as the file name.

- ***Example Name the Organization:*** “Saint James Lutheran” or “Temple Beth Shalom” etc.
- ***Example of Description of RPE Activity:*** Members of Saint James Lutheran church are meeting with primary prevention staff to explore prevention strategies that may be appropriate to implement within the church community.

Section 4. Nine Prevention Principles

Complete if conducting educational seminars and/or training programs for professionals. For each principle used, describe how your organization incorporated the principle into educational sessions conducted. Be specific and give examples. See below for description of each principle. Additional information on the Nine Principles of Effective Programs can be found in the publication: *What Works in Prevention, Principles of Effective Prevention Programs*, June/July 2003, American Psychologist, which was used as a source for the summary description of each principle below.

- 1) **Comprehensive** - strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target population.
- 2) **Include varied teaching methods** - strategies should include multiple teaching methods, including some type of active, skills-based component.
- 3) **Provide sufficient dosage** - participants need to be exposed to enough of the activity for it to have an effect. Research shows that 7-9 doses are needed to affect changes in attitudes and behaviors.
- 4) **Are theory driven** - preventive strategies should have a scientific justification or logical rationale.
- 5) **Provide opportunities for positive relationships** - programs should foster strong, stable, positive relationships between children/youth and adults, youth and youth, adults and adults.
- 6) **Are appropriately timed** - program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.
- 7) **Are socio-culturally relevant** - programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
- 8) **Include outcome evaluations** - a systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- 9) **Involves well-trained staff** - programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

Section 5. Narratives

Subsection 5.1 Volunteer Involvement

All non-profits must complete this section. Describe how your agency utilized volunteers during this reporting period.

Subsection 5.2 Key Personnel

Describe any changes in key personnel that may have occurred during the reporting period that may have an impact on grant performance.

Subsection 5.3 Positions Left Vacant

If applicable, explain any grant-funded position left vacant for more than three months, and what is being done to fill the positions.

Subsection 5.4 Primary Prevention Activities

Describe any primary prevention activities of the agency staff and/or volunteers that are not funded by SAPCS-Federal funds.

Subsection 6. Data Verification

The Grant Contact or Authorized Official must review and approve the accuracy of the data in the Performance Report before submitting it to the OAG. By initialing and dating, the Grant Contract or Authorized Official attests that the data and information contained in this report is true and accurate to the best of their knowledge and understanding. The report will not be accepted as complete without this data verification.

II. HOW TO REPORT

Goal # Tabs

Each goal tab is identical with the exception of the description of the goal. Reference page 5-7 for instructions on how to complete these tabs. Space is limited on the reports, if your organization presented to other audiences other than the ones listed or if your organization presented on topics other than the ones listed, attach a Microsoft Word document detailing the information with your grants number and reporting period.

Section 1. Identification of Strategy/Activity

Subsection 1.1 Identification of Strategy/Activity

This section has been pre-filled by the OAG from your organizations approved Primary Prevention Implementation Proposal (PPIP).

Subsection 1.2 -1.5 Identification of Strategy/Activity

If the Strategy/Activitie(s) were indicated in Section 1.1, complete applicable narrative sections 1.2 – 1.5 for each reporting period.

Section 2. Approved Activities: Professional Training, Educational Sessions, Informational Materials

This section collects information regarding 1) Professional Training, 2) Educational Sessions, and/or 3) Informational Materials. There are six Approved Activities listed in the definitions included with these instructions. When reporting, each Approved Activity should fit into one of the three categories listed above. Target information for this section has been pre-filled by the OAG and reflects information submitted on your organization's target sheet on the application.

Subsection 2.1 Professional Training

Enter by month, the **number** of professional trainings conducted and the **number** of participants reached.

Subsection 2.2 - 2.3 Professional Training

Place an **X** in the appropriate box(s) that represents the type of professional audiences trained and the topics of professional training presentations. *Space is limited on the reports, if your organization presented to other audiences other than the ones listed or if your organization presented on topics other than the ones listed, attach a Microsoft Word document detailing the information with your grants number and reporting period.*

Subsection 2.4 Professional Training Outcome

The target level is the percentage of participants you expect will report the desired outcome.

All Grantees are required to measure one outcome which has been pre-filled by the OAG. The outcome measures the increase in knowledge of the factors that allow sexual violence to occur.

- Enter the number of participants being measured.
- Enter the number of participants reporting the desired outcome.
- Performance level % auto calculates and reports the percentage of participants reporting the desired outcome.
- Enter the outcome measure instrument used (pre-post tests, surveys, etc).

Subsection 2.5 – 2.7 Professional Training

Must be completed in detail and refers to professional training conducted during this reporting period.

Subsection 2.8 Educational Sessions

Enter the total number of educational sessions conducted by month. Enter the total number of education participants by gender: Female, Male, and Gender Unknown. Each session and each session's participants should be counted individually even if part of a series. See Example below:

Example: In the first quarter, a 9-week educational series is conducted to 10 youth. Four education sessions are conducted in September, four educational sessions are conducted in October and one educational session is conducted in November. Each of the 9 sessions is conducted to the same 10 elementary school students. Count each week's session as one (1) educational session and enter the number of participants that attends each week into the appropriate audience type category.

Following this example in the first quarter, the total number of educational sessions would be 9 and the total number of participants would total 90 (illustrated below).

2.8 Educational Sessions		1st Quarter				
Total Educational Sessions		4	4	1	9	
Total Educational Sessions Participants	360	40	40	10	90	25%
Female		20	20	5	45	
Male		20	20	5	45	
Gender Unknown					0	
Total Educational Sessions Participants by Gender		40	40	10	90	
2.9 Educational Participants by Audiences						
Total Educational Participants by Audience		40	40	10	90	25%
Pre-School Students					0	
Elementary School Students	360	40	40	10	90	25%
Middle/Junior High School Students					0	
High School Students					0	
College Students					0	
Youth Not In School Settings					0	
Parents					0	

Subsection 2.9 Educational Sessions

Enter the number of participants by audience type for the following categories: Pre-School Students, Elementary School Students, Middle/Junior High School Students, High School Students, College/University Students, Youth Not in School Setting and/or Parents. If the

audience does not fit into one of the above listed categories, report the number of education sessions in the appropriate sub-category under “Other Audiences.” Total Educational Participants will auto-calculate. Other Audiences will also auto-calculate. *Space is limited on the reports, if your organization presented to other audiences other than the ones listed or if your organization presented on topics other than the ones listed, attach a Microsoft Word document detailing the information with your grants number and reporting period.*

- **Example:** an educational session is conducted at a school to High School Students who are predominately African American. The educational session should be recorded in the High School Students category.
- **Example:** an educational session is provided to the elderly in an assisted living facility. The session should be reported under “Other Audience” in the “Elderly” sub-category.”

Subsection 2.10 Educational Training Topic

Place an **X** in the appropriate box(s) that represents the topics of educational sessions presented. *Space is limited on the reports, if your organization presented to other audiences other than the ones listed or if your organization presented on topics other than the ones listed, attach a Microsoft Word document detailing the information with your grants number and reporting period.*

"X" all that apply by Month.			
2.10 Educational Training Topic		1st Quarter	
Attitudes, Beliefs and Behaviors supportive of SV			
Bullying & Sexual Violence		x	
Drug-facilitated Sexual Violence			x

Subsection 2.11 Educational Sessions Outcome

The target level is the percentage of participants you expect will report the desired outcome.

All Grantees are required to measure one outcome which has been pre-filled by the OAG. The outcome measures the increase in knowledge of the factors that allow sexual violence to occur.

- Enter the number of participants being measured.
- Enter the number of participants reporting the desired outcome.
- Performance level % auto calculates and reports the percentage of participants reporting the desired outcome.
- Enter the outcome measure instrument used (pre-post tests, surveys, etc).

Subsection 2.12 – 2.14 Education Sessions

Must be completed in detail and refers to education sessions conducted during this reporting period.

Subsection 2.15 Informational Units

Enter the total number of informational units distributed each month. Enter the total number of informational units developed each month.

Subsection 2.16 Information Materials Distributed Types

List types of informational materials distributed (ex: Posters, Handouts, etc.).

Subsection 2.17 Information Materials Developed Types

List types of informational materials developed (ex: Posters, Handouts, etc.).

Subsection 2.18 Informational Materials Prevention Efforts

Describe how informational materials are linked to your broader sexual violence efforts.

Subsection 2.18 Informational Materials Developed Topics

Place an **X** in the appropriate box(s) that represents the topics of informational materials developed.

III. DEFINITIONS

Activities – are specific actions that focus on changes in the environment that support those behaviors wanted for individuals, communities, or society to change and/or adopt.

Approved Activities – the OAG will allow programs to apply for funding for the following activities, which have been approved by the U.S. Congress, to be used in the prevention of sexual assault and/or sexual violence:

- Educational seminars
- Training programs for professionals
- Preparation of information material
- Education and training programs for students and campus personnel designed to reduce the incidence of sexual assault at colleges and universities
- Education to increase awareness about drugs used to facilitate rapes or sexual assaults
- Other efforts to increase awareness of the facts about, or to help prevent, sexual assault, including efforts to increase awareness in underserved communities and awareness among individuals with disabilities (as defined in section 3 of the Americans with Disabilities Act of 1990 [42 U.S.C. 12102])

Complementary Strategies – definitions drawn from the Third Education, Guidance Document for the Sexual Violence Prevention and Education Cooperative Agreement CD07-701 (Rape Prevention and Education), Centers for Disease Control and Prevention (CDC).

- Coalition Building – is the process by which community members and organizations come together to achieve a common goal, in this case preventing sexual violence. Ideally, the process of coalition building includes a broad spectrum of the community working together to jointly develop a vision, mission and goals and to take action. Coalition building encourages collaboration, defined as exchanging information, modifying activities and sharing risks, resources, responsibilities and rewards.
- Community Mobilization – engendering change in communities by facilitating community ownership and action to prevent sexual violence. Community mobilization facilitates shifting ownership from the solution to the community to impact underlying/root causes of sexual violence. Incorporating community mobilizing initiative into prevention efforts brings individuals back to the roots of sexual violence being a social change movement. Building the capacity of communities to prevent sexual violence and increases the potential for lasting, substantive change at the individual and community level.
- Policy Change – the role of policy work in sexual violence prevention is to promote individual, community, or organizational norms, behaviors, and practices that influence the circumstances or environments in which sexual violence occurs. Policies establish expectations of conduct and practice for individuals and also establish an organizational climate in which the mission and goals of the organization are fulfilled.

Examples:

- 1) Review/revise policies in youth services organizations, schools, universities, and businesses re: sexual harassment and sexualized bullying, ensuring compliance with federal and state laws.

- 2) Work with youth services organizations, businesses, faith communities, schools, universities, and social organizations to assess gender equity and organizational policies and practices that contribute in inequity.
- Norms Change – a norm is defined as a standard, model, or pattern. Social norms are the behavior expectation and cues within a society or group. Social norms have also been defined as the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors. In primary prevention, Norms Change works to change those expectations and rules regarding values, beliefs, attitudes and behaviors which support the occurrence of sexual violence.

Example:

- 1) Conduct education to teach critical viewing and to raise awareness about connections between media messages and sexual violence such as reviewing media which objectify women.

Comprehensive Primary Prevention Planning (Strategic Planning) – a planning process to use primary prevention in order to address sexual assault and/or sexual violence by assessing current programs and developing and implementing primary prevention strategies/activities that stop sexual violence before it occurs. The planning process should result in strategies/activities that are community-based, comprehensive, multi-faceted, theory-based, which includes public health behavior change principles and address multiple levels of influence within an ecological model.

Ecological Model – the ecological model used by the CDC includes four levels of influence: individual, relationship, community, and societal. Working within this model, individual risk factors as well as the norms, beliefs, and social and economic systems that create the conditions for sexual assault and/or sexual violence to occur can be identified. Effective strategies and activities can then be developed that work to change or eliminate the risk factors that support the occurrence of sexual assault and/or sexual violence. Directing activities at all levels of influence provides a comprehensive approach to primary prevention.

Outcome – indicators and measures that document a change in knowledge, attitudes, beliefs or behaviors that allow sexual violence to occur.

Primary Prevention of Sexual Violence – population-based and/or environmental and system-level strategies, policies and actions that prevent sexual violence from initially occurring.

- Primary prevention efforts work to modify and/or reduce the events, conditions, situations, or exposure to risk factors associated with the initiation of violence and subsequent injuries, disabilities, and deaths.
- Prevention efforts seek to identify and enhance protective factors that may prevent violence not only in at-risk populations, but also in the community at-large.

Protective factors - are an attributes, situations, conditions, or environmental contexts that work to decrease the likelihood of the occurrence of a health problem or behavior such as sexual violence.

Public Health Approach – a four step process that includes:

- Defining the problem based on collecting and analyzing data about a health issue
- Identifying risk and protective factors
- Developing and testing prevention strategies
- Assuring widespread adoption

Risk Factors – are an attributes, situations, conditions or environmental context that increases the likelihood of the occurrence of a health problem or behavior such as sexual violence.

Sexual Violence – as used by the CDC, sexual violence is a wide range of acts that occur in a variety of settings, consisting of four types: (1) A completed sex act without the victim's consent, or involving a victim who is unable to provide consent or refuse; (2) An attempted (but not completed) sex act without the victim's consent, or involving a victim who is unable to provide consent or refuse; (3) Abusive sexual contact including intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person without his or her consent, or of a person who is unable to consent or refuse; and (4) Non-contact sexual abuse including voyeurism; intentional exposure of an individual to exhibitionism; pornography; verbal or behavioral sexual harassment; threats of sexual violence to accomplish some other end; or taking nude photographs of a sexual nature of another person without his or her consent or knowledge, or of a person who is unable to consent or refuse.

Strategies - defined as approaches to reduce sexual violence behaviors, such as social skills trainings, mentoring, social marketing or policy changes.